

Active Learning: A Perspective of Educational Institution Administration in the 21st Century

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Abstract: *Educational institutions are important agencies that have roles, duties, and responsibilities in organizing basic education for the nation's youth in order to develop the quality of human resources to have knowledge, skills, and experience that are ready to face changes in society, economy, politics, governance, culture, and various technologies to be a force for national development. Teachers play an important role in developing the nation's youth, and school administrators play the most important role in school administration, especially academic administration, Especially academic management which is the key to developing student quality to be in line with the current social conditions in the 21st century. One method that administrators should focus on is developing teachers to be able to organize learning activities in new forms, such as active learning, which emphasizes students to study and find knowledge by themselves, develop lifelong learning, and learn through practice and interact together to create knowledge and summarize concepts from learning. Active learning also has various techniques that teachers can use to design learning activities that are appropriate for the nature of the subject matter and students who are different, so that students are happy, learn to their full potential, and develop themselves to be skilled citizens who can live and work in today's society happily, with quality, and create a good quality of life for themselves, their families, society, and the country.*

The purpose of this article is to demonstrate the importance of academic management that administrators should drive in educational institutions to develop learners. This article presents the introduction of active learning management, which is a learning management that is suitable for the 21st century by designing activities according to the Active Learning Management Techniques such as Think-Pair-Share, Collaborative Learning Groups, Student-Led Review Sessions, Games, Analysis or Reactions to Videos, Student Debates, Student Generated Exam Questions, Mini-Research Proposals or Projects, Analyze Case Studies and Active Learning Process such as Introduction Stage, Experience Creation Stage, Knowledge Sharing Stage, Knowledge Review Stage, Application Stage.

Introduction

Today, the world is undergoing rapid and profound changes across all dimensions—social, economic, political, and technological—driven by advances in information technology and shifts in the global economic and political landscape. As a result, countries must adapt and implement policies to keep pace with these changes, ensuring they can maintain their dignity in the global community. The quality of a nation's population is a key factor in supporting the successful implementation of these policies and enabling

international competitiveness (Office of the Secretary of the Education Council, 2015, p. 1). When discussing the sustainable development of a nation's population quality, it is clear that society looks to the educational sector as the key driver. Education plays a vital role in developing human resources to propel the Thai economy and society onto the regional and international stage. It is central to national development and serves as a crucial tool for enhancing the quality of the workforce, ensuring that it is prepared to adapt to the rapidly changing global landscape of the 21st century. As the world constantly evolves, these changes impact all aspects of society—economically, socially, environmentally, and politically. Therefore, as the world changes, people must also change. Education in Thailand must evolve to meet the demands of the 21st century. The current education system should focus on developing skills that are future-ready and essential for all this to thrive as global citizens. This involves learning that emphasizes both essential skills and innovation, encapsulated in the 3Rs and 8Cs framework.

The National Education Act of 1999 (revised in 2002) outlines the framework for decentralizing education, providing guidelines for the administration and management of education. It emphasizes the transfer of educational authority to local educational areas and institutions. This decentralization is divided into four key areas: academic affairs, personnel management, budget administration, and general administration. As a result, educational institutions are granted the status of juristic persons, enabling more flexible management. Therefore, educational institution administrators must have a deep understanding of their roles and responsibilities, particularly in operational planning and administration, to align with the current direction of human development. The success of an institution's administration depends largely on its academic management—how much emphasis is placed on it and how well administrators and staff understand academic affairs. Since academic affairs are directly tied to curriculum design and teaching and learning management, which lie at the heart of any educational institution, administrators at all levels must foster collaboration and commitment among staff. This will ensure that the institution's academic administration meets its goals effectively.

Therefore, to develop the quality of learners in the 21st century, administrators as academic leaders must drive the management of quality education. Many scholars have highlighted the importance of “active learning.” If administrators can effectively manage academic affairs and encourage teachers to implement active learning activities, they can help develop students into responsible, globally-minded citizens. Active learning focuses on engaging learners and actively involving them in the learning process. Teachers will organize a variety of learning activities, providing students with opportunities to engage in both group and individual tasks. This allows learners to exchange knowledge and practice higher-level thinking skills, such as analysis, synthesis, and evaluation. Active learning fosters the development of independent, sustainable knowledge creation. This article will show why 21st century educational administrators must prioritize and promote the implementation of participatory learning strategies, and will show what key principles are involved in encouraging teachers to organize active learning, such as designing activities based on active learning management techniques and active learning processes, etc.

Administrators and Academic Administration

The primary goal of educational institution administration is to ensure positive learning outcomes for students. Educational institutions must be able to enhance and develop the quality of education to align with current realities. In the context of new future skills and 21st - century learning, school administrators play a crucial role in organizing and guiding the learning process. As leaders who work closely with both teachers and students, administrators must have a comprehensive understanding of all aspects of school administration, including academics, general administration, budgeting, and personnel management. Of these, academic administration is particularly important. School administrators should take responsibility for and ensure the effectiveness of students' learning experiences. Students should possess deep knowledge and skills in their respective fields, to the extent that they can offer advice and suggestions to their peers. Therefore, school administrators must recognize the critical importance of academic administration, as it is the core function of any educational institution. Academic work is a key indicator of both the standard and quality of the institution, directly impacting the development of students and the effectiveness of teaching and learning activities in achieving curriculum goals. Many scholars have emphasized the importance of administrators and academic work. For instance, Phanas Duang-ek (2012, p. 13) stated that academic administration is the most critical task among the four main functions of educational institutions. It is the core responsibility of school administrators, as it serves as the heart of the school. Academic administration should be executed with the aim of achieving educational goals, which include fostering students' knowledge, morality, well-being, quality, and the desirable characteristics that the nation seeks, enabling them to live happily in society. Similarly, Darapong, S. (2012, p. 26) highlighted the importance of academic administration, stating that it is the most critical task in educational management. Administrators should prioritize academic administration above all other tasks. Other tasks exist to support academic work, ensuring its smooth execution and alignment with the school system. Therefore, everyone involved in education should focus on and prioritize academic administration first, with the goal of benefiting students, helping them achieve the set objectives, and using it as a key indicator of success to demonstrate the quality and effectiveness of educational management. Additionally, Sawisai, M. (2020, p. 49) emphasized that organizing teaching and learning in educational institutions is the primary responsibility of administrators, who must act as academic leaders in shaping the school curriculum. Administrators are tasked with designing various learning processes that enable teachers to help learners achieve the desired behavioral changes in line with the institution's vision, goals, learning standards, and content. They are also responsible for setting study times and organizing learner development activities. Administrators should guide teachers in effectively using the curriculum to achieve its objectives and encourage them to implement learner-centered teaching strategies. Furthermore, teachers should assess individual learners to tailor activities that align with their aptitudes, abilities, skills, and the desired characteristics outlined in the curriculum. Importantly, the reason why academic administration is considered the core responsibility of educational institution administrators can be understood through the criteria and methods used to evaluate the positions and academic status of teachers and educational personnel. This is outlined in the letter from the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC),

No. 0206.3/W10, dated May 20, 2021. The OTEPC has developed these criteria and methods to evaluate the roles of educational institution administrators, with the goal of benefiting students, educational institutions, and all related parties. The purpose of these criteria is to strengthen the profession of educational institution administrators and help them develop their potential in line with their academic status. Administrators are expected to demonstrate leadership in academic administration and effectively manage changes that contribute to improving the quality of teaching and learning, teacher performance, student outcomes, and overall educational quality (OTEPC, 2021, pp. 6-7).

Scope of Academic Administration

The scope of academic administration covers various issues that administrators must address. Academic educators and educational organizations have outlined the key missions of academic administration as follows:

The Ministry of Education (2013, pp. 49 - 56) has defined the scope of missions of academic administration of educational institutions according to the development system in the form of a juristic person in 18 areas. The interesting aspect and issue to be discussed in this work is the development of the learning process.

1. Organize content and activities that align with learners' interests and aptitudes, taking into account individual differences.

2. Provide activities that allow learners to practice skills, engage in thinking processes, develop management abilities, cope with situations, and apply knowledge to prevent and solve problems.

3. Facilitate activities that enable learners to learn from real-life experiences, encouraging them to think critically, take action, develop a love for reading, and maintain continuous interest in learning.

4. Organize teaching activities that promote excellence in accordance with learners' potential by integrating various forms of knowledge, including morality, ethics, positive values, and desirable characteristics across all subjects.

5. Encourage and support teachers in creating an environment, learning media, and facilities that facilitate student learning and knowledge acquisition. Incorporate research as a part of the learning process, where both teachers and students can learn together from various media and knowledge sources.

6. Facilitate learning that can occur at any time and place, and collaborate with parents and the community to develop learners according to their potential.

7. Conduct research and develop models or designs for progressive learning processes, positioning the institution as a leader and role model for other educational organizations.

Bunpirom, S. (2014, p. 21) stated that academic administration refers to the organization of all activities related to learning and the management of various environments that influence learning, ensuring that these activities run smoothly. He emphasized that academic administration is like the main artery that nourishes the heart. Therefore, it is the most important activity of academic affairs that will create dynamism (Academic Affairs Dynamic) at all times, affecting the efficiency, effectiveness, and quality of education continuously.

In the same vein, Boonsak, K. (2019, pp. 25-26) stated that academic administration is the responsibility of school administrators, who must also serve as leaders in this area. Academic administrators should collaborate with teachers, offering advice and coordinating efforts to ensure that all teachers work together effectively. They must decentralize authority and delegate responsibility to teachers, empowering them to take ownership of their work and fostering a sense of duty in transferring knowledge to students to the best of their ability. Importantly, administrators must remain mindful that academic administration encompasses many components. In addition to classroom teaching and learning, there are various activities within the educational institution designed to enhance students' academic learning and vocational skills, making them more effective overall.

Clearly, academic administration and academic leadership are tasks that cover the following aspects: planning for developing student learning standards, creating and developing school curricula, developing student-centered learning processes, teaching practices, promoting, supporting, developing or using educational media, innovation and technology in learning management, supervising, monitoring, and evaluating teacher learning management in educational institutions, assuring the quality of education within educational institutions, conducting research to solve problems, and developing learning management to improve the quality of education in educational institutions (OTEPC, 2021, p. 52).

Therefore, academic administration is an important activity of school management because it directly affects the quality of students and encompasses various important issues. The interesting issues that have been considered further are the development of learning management processes. The central question driving administrators is how to teach students the knowledge, morality, skills, and competencies necessary to succeed in today's society. This challenge motivates administrators to ensure that education evolves and remains relevant to the changing times. However, the solutions to this question may vary, depending on the context, including time, place, and other environmental.

Teaching and Learning Management for Quality Learners in the 21st Century

The question of how to teach students the knowledge, morality, skills, and competencies necessary for success in today's world has been discussed in depth by educational scholars and related organizations. There are several key approaches and perspectives offered in response to this question:

Panich, W. (2014, pp. 51-53) mentioned about teachers for students in the 21st century that teachers must change themselves a lot to be consistent with learners in the 21st century who are preparing themselves to enter the labor market in the industrial era. Education in the 21st century should prepare people to work using knowledge (knowledge worker) and prepare people to be a person ready to learn (learning person). No matter what career a person has in the 21st century, they must be a person ready to learn and work using knowledge. Consequently, the most important skill of the 21st century is learning skills. Education in the 21st century is preparing people to face rapid, drastic, unpredictable, and dramatic changes. People in the 21st century must have learning and adaptation skills. Therefore, teachers should develop themselves to have learning skills and skills for being teachers in the 21st century, which will be different from teachers in the 20th or 19th

century. Hence, 21st century skills are necessary for everyone to learn, from kindergarten to university level, and it is also lifelong learning. The principles are 3Rs 8Cs: Reading, Writing, and Arithmetic. The 8Cs are: Critical Thinking & Problem Solving, Creativity & Innovation, Cross-cultural Understanding, Collaboration, Teamwork & Leadership, Communications Information & Media Literacy, Computer and Information and Communication Technology Literacy, Career & Learning Skills, and Compassion.

The Role of Teachers in the 21st Century

1. Teachers should not consider themselves to be knowledge or content experts, as there is too much information for any teacher to know everything. More importantly, they should not try to teach content directly to students. Instead, they should encourage students to search for information themselves, so they can learn how to search, choose, and apply knowledge. Teachers are not content experts but rather learners who learn alongside their students.

2. Teachers learn together with fellow teachers. Teachers must stop being solo artists in the modern world. If anyone insists on being solo, they will suffer greatly because there is no way they can be a good teacher if they do not want different opinions.

3. Teachers must create their own knowledge to act as “facilitators” for students’ learning, exchange ideas with fellow teachers, and share their academic works.

4. Teachers should engage with global trends in 21st century learning and exchange ideas on best practices.

5. Teachers should be proactive in using community learning resources, workplaces, and others.

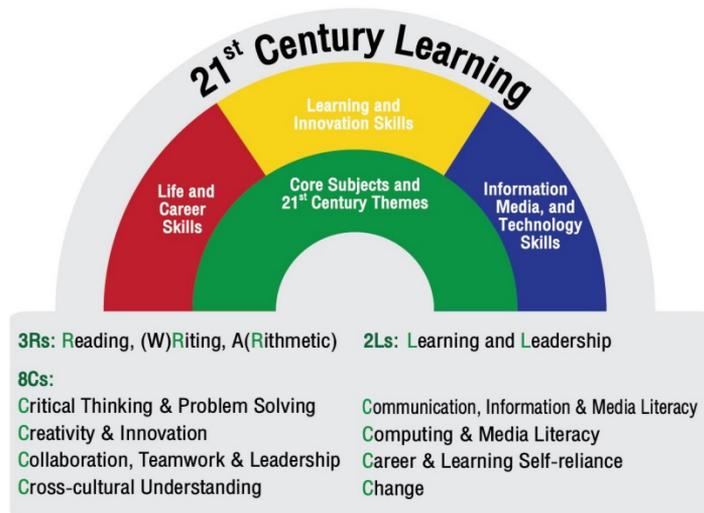
6. Teachers should organize students to learn from real life, let students learn from doing (project-based learning), learn from complexity and uncertainty.

7. Teachers should encourage students to create their own knowledge.

8. Teachers should encourage students to exchange knowledge with the outside world.

9. Teachers should be role models and discuss with students about goodness, morality, and ethics, and connect with real events and real life.

Acharin, S. (2021, pp. 73-76) and Sarasas Ektraschool, (2016, p. 3) discussed the concept of learning management in the 21st century, emphasizing that learning management should focus on learners. It should encourage learners to create new knowledge and new inventions by using intellectual processes (thinking processes) and social processes (group processes). Additionally, it should promote active interaction, participation in learning, and the ability to apply knowledge. The teacher plays a role as a facilitator, organizing learning experiences for learners. Learning management should be organized to align with students’ interests, abilities, and aptitudes. Teachers should integrate knowledge from various fields, utilizing a variety of methods and learning resources. In addition, teachers should employ a variety of assessment and evaluation methods to help develop the skills needed for the 21st century. These include: 1) Learning and Innovation Skills, 2) Life and Career Skills, 3) Information, Media, and Technology Skills. These skills are expected to emerge through collaboration in teamwork, critical thinking to solve complex problems, effective oral and written communication, the use of technology, responsible citizenship, vocational training, and research.



Picture 1: 3Rs 8Cs: Sarasas Ekstraschool, (2016, p. 3)

Sinlarat, P. (2016, pp. 11-12) discussed the essential skills that teachers must develop in today's rapidly changing world. Teachers play a crucial role in transferring knowledge and skills to students. Therefore, it is important for them to practice 21st century skills, which consist of seven key abilities, as outlined below:

1. **Create and Integrate Knowledge:** In today's world, knowledge is constantly evolving. Teachers must be able to independently find new information and integrate it into the teaching and learning process to share with students.

2. **Think Analytically and Creatively:** With the vast array of media available in modern society, teachers must be able to analyze and assess the appropriateness of various information. They should then convey accurate and relevant content to students while also fostering creativity and innovation in their teaching methods.

3. **Have a Vision and Crystallize Ideas:** Teachers must understand the changes occurring in global society, anticipate future trends, and analyze these changes until they are clearly defined. Only then can they effectively exchange ideas with students, helping them to understand and prepare for the future.

4. **Know and Understand New Technologies:** Teachers should be well-versed in emerging technologies and their implications, guiding students, and society on both their benefits and potential drawbacks.

5. **Teach Children to Reach Their Full Potential and Create New Work:** The future world is a world of creating new products. Therefore, children must be developed to be aware of and ready to create new products to compete with global society.

6. **Be Strong in Ethics and Morality:** Teachers should encourage students to contribute positively to society. In today's Thai society, there is more selfishness, so teachers must play a role in practicing good deeds to be a role model for society.

7. **Play a leading Role in the teaching Profession:** In the next era, new-generation teachers must more actively participate with administrators in developing the quality of educational institutions.

Therefore, learning management in the 21st century must prioritize the learners, allowing them to engage in activities and generate knowledge independently.

Active Learning

1. Meaning of Active Learning

Many educational scholars have discussed the concept of active learning. For example, Pimpan Dechakupt and Yindeesuk, P. (2017, p. 94) define active learning as learning activities that encourage learners to listen, speak, read, write, and express their opinions. During these activities, students are required to engage in higher-order thinking processes such as analysis, synthesis, and evaluation. The Office of Academic Affairs and Educational Standards, Office of the Basic Education Commission (2017, p. 34) explained that active learning is a process that engages learners in activities designed to foster a deeper understanding by connecting them with knowledge in the form of facts, ideas, and skills. Through these activities, learners practice and apply what they have learned. The process encourages critical thinking, research, inquiry, reflection, discussion, and idea exchange (referred to as “Think Hard”) about their experiences and actions. As a result, learners play an important role in shaping their own learning. Similarly, Lilawadi Chanamar (2020, p. 34) notes that active learning is a method that focuses on the learners. Teachers organize various activities and provide opportunities for learners to engage in group or individual tasks. These activities encourage learners to exchange knowledge with one another. Additionally, learners apply higher-order thinking processes, including analysis, synthesis, and evaluation. Through active learning, learners are able to construct knowledge independently. The Office of Academic Affairs and Educational Standards, Office of the Basic Education Commission (2017, pp. 24-45) outlined the characteristics of active learning as follows: First, students engage in learning activities such as asking and answering questions, presenting, discussing, exchanging opinions, and presenting group work. Second, students analyze, evaluate, synthesize, and think critically. Third, students take an active role in their own learning, including designing their learning experiences, creating works or products, evaluating their own progress, and managing their learning development. Finally, students apply and connect their knowledge to new situations, problems in the community, society, or nation.

2. Active Learning Techniques

McKinney and Heyl (2008), cited in Niamphoka, K. (2021, pp. 75-76), proposed several active learning techniques:

2.1 **Think-Pair-Share** is an activity where learners first reflect on a set issue or question, then exchange ideas with a partner before sharing their thoughts with the group.

2.2 **Collaborative Learning Groups** involve students working together in small groups to engage in shared learning tasks.

2.3 **Student-Led Review Sessions** are activities in which students review their knowledge and consider various questions as part of their learning process. The teacher is responsible for providing advice and suggestions when there are problems.

2.4 **Games** is an activity that allows teachers to integrate play into both learning and assessment. It can be used during the introduction, learning activity, and assignment stages of instruction.

2.5 **Analysis or Reactions to Videos** is an activity in which students watch videos and express their opinions or reflect on what they have seen. This can be done through oral communication, writing, or group discussions.

2.6 **Student Debates** is an activity in which students present information or respond to each other based on their experiences and learning, in order to support or challenge their own or their group's ideas.

2.7 **Student Generated Exam Questions** is an activity in which students create test questions based on what they have learned.

2.8 **Mini-Research Proposals or Project** is an activity based on the research process. Students select a topic they want to explore, plan their learning, summarize their findings, create a project, and reflect on what they have learned.

2.9 **Analyze Case Studies** is an activity in which students study case studies, analyze them, exchange opinions or solutions within a group, and present their findings.

2.10 **Keeping Journals or Logs** is an activity in which students record events they have observed or experienced each day and express their thoughts or reflections on their entries.

2.11 **Write and Produce a Newsletter** is an activity in which students collaboratively write articles, share information, and report on news and events to distribute to others.

2.12 **Concept Mapping** is an activity in which students create a concept map to organize and present their ideas, showing the connections between them. This activity can be done individually or in groups, followed by opportunities for asking questions and sharing opinions.

3. Active Learning Process

Several educational scholars have discussed the active learning process. For example, Suwichian, C. (2018, p. 26) identified five steps in the active learning process as follows:

1. **Introduction Stage:** The teacher stimulates interest by reviewing prior knowledge, presenting the learning objectives, fostering motivation, and providing guidelines for activities that lead to the experience creation stage.

2. **Experience Creation Stage:** Students engage in activities that promote problem-solving thinking, allowing them to discover the content through their participation. They exchange ideas and share responsibility for the assigned tasks. The teacher organizes the activities and facilitates student engagement.

3. **Knowledge Sharing Stage:** Students exchange and restructure knowledge, summarizing ideas by presenting them in front of the class. The teacher stimulates interest and encourages students to share ideas within their groups, eventually guiding them to restructure and organize new knowledge. By the end of this stage, students are able to construct knowledge independently and develop a positive attitude toward learning.

4. **Knowledge Review Stage:** Teachers organize activities and create an environment that encourages students to reflect on their thoughts and feelings. At this stage, they stimulate students' interest through discussions that connect prior knowledge with new concepts, helping students build a more complete understanding. Students review their previous learning to reinforce accuracy and foster lasting learning behaviors. Active writing activities, such as newspaper writing, letter writing, simulations, role-playing, and diary writing, contribute to positive attitudes and provide opportunities for students to express their thoughts and feelings about their learning. Teachers evaluate students by considering their expressions, opinions, and diary entries.

5. Application Stage: Teachers encourage students to reflect on how they can apply their knowledge in real-life situations. For example, teachers can ask students questions to answer or encourage them to collaborate in groups to find solutions. This approach aligns with the theory of self-directed knowledge creation, as students express their ideas based on practical application. In terms of evaluation, teachers assess students based on their responses to questions and the insights they share.

Similarly, Kiatcharoenphan, S. (2016, p. 64) outlined four stages in the active learning process as follows:

1. Stimulating Interest Stage: Teachers engage students by sparking their interest and encouraging participation. They facilitate exchanges of prior experiences through engaging activities.

2. Action Stage: Teachers organize activities that promote independent thinking, planning, and action. Students create their own knowledge by connecting and applying concepts through various activities.

3. Knowledge Reflection Stage: The teacher expands on the knowledge, and students ask questions to clarify concepts. The teacher encourages collaborative reflection, guiding students to draw conclusions and reflect on their learning in multiple ways.

4. Knowledge Application Stage: Teachers design activities that encourage students to apply the concepts they have learned to new situations, helping them expand and deepen their understanding.

This aligns with the process suggested by Saraphai, L. (2017, p. 5) which also consists of four steps in the active learning process.

1. Interested in Learning Stage: This stage prepares students by creating motivation through a variety of activities that challenge their abilities and stimulate their thinking.

2. Act Independently Stage: In this stage, teachers organize learning activities using diverse methods, with an emphasis on encouraging students to think, plan, and act independently to find solutions through various techniques.

3. Summarize and Reflect on Knowledge Stage: In this stage, students collaboratively summarize key concepts from their actions in various forms, exchange ideas, reflect on their learning, and ask questions.

4. Apply Knowledge Stage: In this stage, teachers organize activities that encourage students to apply the concepts they have learned to new situations, helping them to expand and clarify their understanding.

Similarly, Thatdee, N. (2018, p. 27) emphasizes in her study of active learning that the first stage of the process should focus on motivating students to engage with the lesson. She outlines three stages in the active learning process as follows:

1. Introduction (Advanced Organizer) (3 - 5 minutes): This step connects the content to be taught with students' existing background knowledge. Teachers provide an overview of the content, key concepts, and main points to organize the learning activities. This helps learners understand the importance of the subject and motivates them to explore it further.

2. Teaching Stage: This is the stage where the teacher will teach the content (10-15 minutes) followed by other activities (Collaborative). Typically, when teachers teach for extended periods without breaks, it can lead to students becoming disengaged

and losing interest in learning. From the study, it was found that the concentration or attention of the learners will drop rapidly within 15 minutes. Therefore, it is recommended to organize learning activities for 10-15 minutes, followed by 3-4 minutes of other activities to change the atmosphere and give the teacher an opportunity to interact with the learners. For example, teachers can ask questions for students to answer or encourage them to collaborate in groups to find solutions. This approach helps students better understand and retain the content compared to traditional discussions. The teacher should alternate between teaching and activities throughout the session, continuing until the lesson time is nearly complete.

3. Summarizing Stage (Individual Summaries): In this stage (4-6 minutes), learners summarize the content they have learned individually. The teacher asks students to write down the main points and share their summaries with peers. The teacher may also randomly select students to present their summaries to the class.

In addition, Boonmak, W. (2019, p. 74) summarized the steps of active learning as follows:

Step 1: Introduction to the Lesson: In this step, the teacher motivates students and stimulates their interest in learning.

Step 2: Presenting the Situation: In this step, the teacher introduces a challenging situation related to the students' experiences, providing an opportunity for them to ask questions.

Step 3: Conducting the Activity: In this step, learners analyze the problem and collaborate to find solutions.

Step 4: Creating knowledge: In this step, learners present their own ideas or those of their groups, allowing others to learn from and exchange ideas until a clear understanding is achieved.

Step 5: Summarizing: In this step, learners collaboratively summarize the knowledge gained, reflect on their ideas, and check for any discrepancies. They also measure and evaluate skills relevant to the 21st century.

Conclusion

School administrators play a critical role in school management, particularly in academic administration, which is the core of the institution. The primary goal of academic work is to ensure student quality, aligning with the demands and conditions of 21st century society. One of the most important areas for administrators to focus on is developing teachers' ability to organize learning activities in innovative ways, such as active learning. This approach encourages students to independently seek knowledge, fostering lifelong learning. It emphasizes learning through practice and interaction, allowing students to create knowledge and consolidate the concepts they have gained. Active learning offers various methods that teachers can use to design activities suited to the subject matter and the diverse abilities of students. The goal is to help students engage actively, reach their full potential, and develop the skills needed to become responsible citizens. This approach prepares students to live and work happily in today's society, contributing to the well-being of themselves, their families, society, and the nation.

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